

Gladstone State High School

assessment policy

Version: 21.3.2024

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

Gladstone State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Gladstone State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting academic integrity

Gladstone State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website and in the student planner. All questions regarding this policy should be directed to the Head of School Senior and Junior.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited by classroom teachers, deputy principals and head of school. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during senior education and training (SET) planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment</p>	<p>Gladstone State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<p>Due dates</p>	<p>School responsibility</p> <p>Gladstone State High School is required to adhere to the QCAA’s policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule and/or on the assessment task sheet. All students will be provided with their assessment schedule at the beginning of term/semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their student planners • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates.

QCE and QCIA policy and procedures handbook	Policy and procedures
	<p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the head of department and classroom teacher as soon as possible • provide the school (Head of School Senior) with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. • Submit assessment on or before due date, unless approved AARA or illness and misadventure is granted. <p>All final decisions are at the principal's discretion. Refer to AARA information below.</p>
Submitting, collecting and storing assessment information	<p>Assessment instruments will provide information about Gladstone State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date via the approved electronic submission platform.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored in departmental filing cabinets or if electronically submitted, it is stored in departmental G Drive (and appropriately file named).</p>
Appropriate materials	<p>Gladstone State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

Ensuring academic integrity

Gladstone State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Policy Areas	Staff Responsibilities	Student Responsibilities
Academic integrity	<p>Model academic integrity</p> <ul style="list-style-type: none"> • Regularly checking the assessment policy • Reviewing the QCE/QCIA handbook • Explicitly teaching the students what is expected of them • Not accepting anything outside of the policy • Complete academic integrity course 	<p>Following school's assessment policy</p> <ul style="list-style-type: none"> • Forward planning and mapping out draft and final due dates • Time management: ensuring that class and assessment work is up to date. Must meet all deadlines (checkpoints, drafts and final) • Referencing: follow the school guidelines for referencing • Following draft feedback and adopting that for final copy • Submit assessment in accordance to teacher's direction • Complete academic integrity course

<p>Scaffolding</p>	<p>Scaffolding must maintain the integrity of the task and allow students to produce a unique response. Teachers need to gradually release scaffolding and support to students over the course of study.</p> <p>Scaffolding in teaching and learning may include:</p> <ul style="list-style-type: none"> - breaking a complex task, learning experience, concept or skill into discrete parts - modelling thought processes required to complete parts of an assessment instrument - pre-teaching vocabulary specific to the subject and assessment instrument - questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response - showing examples of responses and demonstrating the match to performance descriptors - using visual frameworks or graphic organisers to plan responses. <p>Scaffolding in assessment tasks may include:</p> <ul style="list-style-type: none"> - providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument - guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument - providing prompts and cues for students about the requirements for their response. 	<p>Students must complete assessment tasks using the scaffolding provided by the teacher.</p> <p>Students must ensure that the final product is their own doing and has not simply copied all the scaffolding.</p>
<p>Due dates</p>	<p>Teachers to provide students with the due dates for drafts/check points and final copy.</p> <p>If teachers need to change the due date, parents and students need to be informed of the new due date.</p> <p>Teachers to collect evidence from students at drafting and checkpoints and they keep this evidence on file. Evidence must be related to the assessment task.</p> <p>Follow school flowcharts (see below) if assessment is not submitted on the due date and no AARA or assessment adjustments have been put in place.</p>	<p>Students to submit assessment by the due date (draft / checkpoints / final). Should students not submit drafts or final copy, they are to remain with the teacher until they produce evidence of the task.</p> <p>Students must record assessment dates into their planners.</p> <p>Students need to submit evidence in the format required by the teacher.</p> <p>Students to submit assessment on or before the due date, unless AARA or illness/misadventure has been approved prior.</p>

	<p>Teacher to make contact home (phone call) and have a response of the parent/caregiver immediately if checkpoint, draft, or final copy due dates are not met and record this on OneSchool.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> - was provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this - was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.</p>	<p>SENIOR SCHOOL: ATTENTION Year 11/12 student</p> <p>Students need to be aware that if they do not submit any evidence for the assessment task, they will be given a Not Rated grade and therefore, will not be given any credit for that subject in unit 1 or 2 or if it is in units 3 and 4 they will not get credited for both of these units.</p>
<p>Authentication strategies</p>	<p>Take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work.</p> <p>Collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans and/or a draft). Collect evidence at checkpoints and drafting stages. Ensure students complete detentions if work is not submitted on time, so ensure that work is gathered by the teacher.</p>	<p>Complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses</p> <p>Participate in authentication processes as required by the subject, such as</p> <ul style="list-style-type: none"> - sign a declaration of authenticity - submit evidence at checkpoints - submit a draft; and/or - submit electronically and in hard copy the final assessment final - submit via the approved electronic checking platform <p>Failure to meet authentication, may require students to prove that the response is their own work.</p>
<p>Checkpoints</p>	<p>Teachers to monitor the work of students as part of a developmental process. Note that a draft is a specific type of checkpoint, described separately.</p> <p>Teachers may use defined checkpoints to:</p> <ul style="list-style-type: none"> - clarify assessment expectations for students (e.g. task requirements, how judgments are made) - discuss progress towards the task completion 	<p>Meet the teacher's requirements at each checkpoint through the assessment process.</p> <p>Submit any evidence that the teacher requires throughout the assessment process.</p> <p>Follow and act upon any feedback given.</p>

	<ul style="list-style-type: none"> - help students develop strategies to submit assessment by the due date - gather evidence on or before the due date - provide points of intervention, if needed - embed authentication strategies <p>Teacher to contact home to discuss students' progress and not meeting the checkpoint requirements and record this on OneSchool.</p>	
A draft	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> - provided on a maximum of one draft of each student's response - a consultative process that indicates aspects of the response to be improved or further developed - delivered in a consistent manner and format for all students - provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> - compromise the authenticity of a student response - introduce new ideas, language or research to improve the quality and integrity of the student work - edit or correct spelling, grammar, punctuation and calculations - allocate a mark. <p>A copy of the feedback will be stored with a copy of the draft in the student's digital folio or in the departmental filing cabinet.</p> <p>Teacher to contact parents/caregivers by email or phone call about non-submission of drafts and the processes to be followed by the classroom teacher or Head of Department. Teachers need to ensure that they receive a response from the parents and if not, contact them again to ensure that they receive a response.</p> <p>Teacher to give the student a detention and in that detention the student completes a draft.</p>	<p>Must submit the draft on or before the draft due date, unless alternative arrangements have been made with the school.</p> <p>Can only submit one draft in Senior school subjects.</p> <p>Students to act upon feedback from the teacher before submitting the final copy.</p> <p>Must follow the drafting information in the school's assessment policy.</p> <p>If a student fails to submit a draft on time, they are still required to submit evidence, however, the teacher might not have enough time to provide feedback. Students are expected to have a detention to complete the draft.</p>

<p>Managing word length</p>	<p>Assessment tasks must be of suitable scope and scale to allow students to produce a complete response within the required length.</p> <p>Implement teaching strategies that explicitly inform students on how to respond to the task within the set word limit. Provide students with an example of responses that are within the word limit.</p> <p>Model how to edit a response:</p> <ul style="list-style-type: none"> - to meet length requirements; - for relevance to the task and objectives being assessed; and/or - to respond to draft feedback (Provide students with drafting feedback regarding the length of the task.) <p>After all these strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will either (based on a conversation with the student):</p> <ul style="list-style-type: none"> - mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> - allow a student to redact their response to meet the required length, before a judgment is made on the student work. <p>and</p> <ul style="list-style-type: none"> - annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark. 	<p>Respond to teacher’s strategies in class.</p> <p>Model length from the examples shown.</p> <p>Respond to draft feedback from the teacher regarding length.</p> <p>Check length of task response before submitting (word count, page count, time, etc).</p> <p>Follow teacher’s instructions, if needed, on the final version if the word count is over and make a decision for the teacher to stop reading at the word count or redact response to meet the work count.</p>
<p>Collect and Storing assessment information</p>	<p>Teachers are to collect all evidence throughout the assessment process and store this information in a student folder for each subject. This folder must be stored within the departmental filing cabinets or if electronically submitted, it is stored in departmental G Drive (and appropriately file named).</p> <p>Final copy must be printed off in hard copy and stored with the student folder or if electronically submitted, it is stored in departmental G Drive (and appropriately file named). This must also contain annotations in accordance to the reporting standards and/or ISMGs.</p> <p>Teachers to follow the school policy around collecting and storing assessment evidence.</p>	<p>Students must submit assessment in accordance to teacher direction.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date. Students will have until 11:59pm to submit the electronic version of their assessment (either via email to teacher or via the approved electronic submission platform) and then they are submit a hard copy of the assessment item to the classroom teacher or Head of Department by first break the next day and/or if they have that subject students can submit to the classroom teacher during that lesson.</p> <ul style="list-style-type: none"> - If absent and cannot hand in a hard copy, students must contact their teacher to confirm that they have received the electronic copy submitted the night before and/or email their teacher again.

	<p>Assignments can be collected and marked if the hard copy or electronic copy is submitted on time.</p> <ul style="list-style-type: none"> - If assignments are handed in late, the teacher or HOD is to accept these. Teacher or HOD to contact home immediately to find out reasons why the assessment was submitted late. After this, the teacher or HOD will then need to contact the Head of School Senior to check prior to marking as to whether the late submission is accepted. 	<ul style="list-style-type: none"> o Only exceptions will be students who have AARAs in place or supply verified evidence to Head of School Senior that would meet grounds for an extension
Internal Quality Assurance	<p>Each faculty must develop a process for internal quality assurance for their subjects. This process must include:</p> <ul style="list-style-type: none"> - Endorsement of assessment tasks (all units) by using the QCAA tools - Confirmation of results for students in all units (school-based moderation processes) - Use of reporting standards and ISMGs - Accurate recording of results - Meeting timelines set by the school to have all information ready for upload/checking/etc - Ensure that all students have recorded the results on their profile sheet in their planner 	<p>Students must be made aware of the school's internal process, so they are aware of a reasonable timeline for the return of assessment.</p> <p>Students be aware:</p> <ul style="list-style-type: none"> - All marks for summative internal assessment for General subjects are provisional until they are confirmed by the QCAA. <p>and/or</p> <ul style="list-style-type: none"> - Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Recording of Results	<p>Use the ISMGs and Reporting Standards to determine a grade for each assessment item.</p> <p>Reporting to students and parents using the grade awarded for the assessment item/s.</p> <p>Teachers must ensure that grades are recorded accurately on the student profiles and students have accurately recorded these onto their profiles in their planners.</p> <p>Unit 1 and 2: Determine if a student is satisfactory or unsatisfactory and pass this information onto Senior Schooling. (Templates provided to assist in this process) Unit 3 and 4: Record LoA's for applied and essential subjects and record numerical results for general subjects. These results will be passed onto the Head of Department, who will submit these to Senior Schooling when requested.</p>	<p>Students must accurately record results onto their profiles in their student planner.</p> <p>Students need to be aware that results are provisional (unit 3 and 4) and will be confirmed after confirmation events throughout the year.</p>

Assessment Adjustments and School Absences in Senior School

Extensions

- Assignment extensions can only be awarded to students who have received AARA or where there is a case for illness/misadventure.

School-Approved Absences

- Extensions cannot be granted for school-approved absences, such as school excursions (including camps); school, district, regional, state or national presentation for sport; school, district, regional, state or national presentation for artistic endeavours; student exchange programs; audition or entrance exams
 - This is not an exhaustive list, so students must see the Head of School Senior if they have an event that will clash with a due date, as soon as this information is known.
- Gladstone State High School, is following the QCAA policy, and therefore, if students fall into such categories, then they must be very aware that they will need to complete and hand in assessment on or before the due date.
 - Assignments: On or before due date
 - Exam: Before the due date and a comparable task must be completed

What is not a School-Approved Absence and Outcomes

According to QCAA's QCE and QCIA policy and procedure handbook, 'situations that are of the student's or parent/caregivers own choosing are not eligible for consideration' and therefore, the following list outlines absences that are not deemed school-approved, please note this list is not exhaustive:

- Family Holiday or Family Events
- Attending concerts
- Driver's License tests
- Attending an event that is not supported by the school

At Gladstone State High School, we will be upholding the QCAA policy around School-Approved Absences. QCAA have clearly outlined that if a student is absent from assessment for one or more of the reasons above or other non-approved school absence, then they must be aware of the following consequences:

1. Assignments: Submit assignments on or before the due date
2. Exams: Exams will not be rescheduled and therefore, if students does not complete the exam they will receive a Not Rated and therefore will not be eligible for credit in that subject for that unit or for Unit 3/4.

It is important to check with the school to see if the absence will or will not be approved, as soon as you become aware of a possible absence.

Important Information for Staff

- There will be times that students will be granted approved absence for reasons such as school excursions (including camps); school, district, regional, state or national presentation for sport; school, district, regional, state or national presentation for artistic endeavours; Student exchange programs; Audition or entrance exams
- If these absences are approved and they clash with assessment due dates, you must:
 - For assignments: ensure that the students who when and how to submit the task by the due date.
 - For exam: write a comparable piece of assessment that the student sits prior to leaving.

Access arrangements and reasonable adjustments (AARA)

RATIONALE

The aim of Gladstone State High School's Assessment Policy is to ensure that students with a disability and/or medical condition can apply for access arrangements and reasonable adjustments (AARA) to ensure that they have equal opportunity to demonstrate their knowledge and skills. This will be done in a way that ensures equity and fairness to all students.

Guidelines for AARA

Gladstone State High School's policy is based on guidelines outlined in the Queensland Curriculum and Assessment Authority publication. These guidelines include:

- complying with the Commonwealth's [Disability Discrimination Act 1992](#), Queensland's [Anti-Discrimination Act 1991](#) and the Australian Government's [Disability Standards for Education 2005](#);
- providing opportunities for students with disability to participate on the same basis as students without disability by:
 - making reasonable adjustments to assessment conditions to ensure that assessment is equitable for all students (see Disability Standards for Education 2005, s. 3.4) and that all students have opportunities to demonstrate current knowledge and skills;
 - identifying and minimising barriers that prevent students from demonstrating current knowledge and skills;
 - applying relevant syllabus standards against which achievement is judged. The school is required to maintain the intent and rigour of syllabuses and any other requirements or components that are inherent or essential to a course of study (see the Disability Standards for Education 2005, s. 3.4 (3)). Assessment achievement standards and instrument-specific marking guides (ISMGs) cannot be modified to suit students' needs.
- planning and negotiating AARA as **early as possible** so that eligible students can be provided with appropriate support to commence, participate in, and complete the requirements for a course of study;
- providing procedures for high-quality assessment;
- assessing actual achievement using evidence in student responses, not perceived ability or potential achievement;
- ensuring schools consult with and involve the student and, when appropriate, the student's parents/carers and other relevant school staff in the decision-making process concerning AARA;
- considering how AARA affect the student, including the student's ability to achieve learning outcomes, participate in courses of study and experience independence;
- assessing whether changes are needed to the adjustment over the duration of a student's schooling to allow for the changing needs of the student over time.

Schools must ensure that the steps taken to identify and implement AARA maintain respect for the dignity and privacy of the student, parents/carers and associates.

Access Arrangements

- are available to a student with evidence of a need that is not necessarily covered by the definition of disability, e.g. a temporary injury or needs resulting in inclusive educational strategies
- enable a student to access assessment and demonstrate their knowledge
- do not change assessment conditions.

Reasonable Adjustments

- are available to a student with evidence of a need and who has disability in accordance with a legal meaning. Without reasonable adjustments, the disability results in a substantial disadvantage for the student when compared to students without disability
- allow for assessment conditions to be changed due to the barriers that may be experienced by the student with disability. The integrity of the assessment instrument is not changed
- may be unique and tailored specifically for a student's needs

Applying for AARA

If a student feels that they have a disability, medical condition and/or circumstance that affects their ability to read or respond to assessment on the same basis as other students, they will be required to apply for AARA. In applying for AARA, the following steps must be followed:

1. Students identify if they have a disability, medical condition and/or circumstance based on the tables on the following pages and evidence must be seen and copied;
2. Students, and possibly parents, at the start of the term or as early as possible, meet with the Guidance Officer, and/or Deputy Principal – Inclusion, to discuss eligibility and needs;
3. Students may be required to have medical evidence from their GP, Medical Specialist or Psychologist and this must be completed on the QCAA Medical Report;
4. The Guidance Officer, and/or Deputy Principal – Inclusion completes AARA application forms with the student and parent (or makes contact with the parent);
5. Student provides evidence as outlined on the application form (For units 3 & 4 Year 12 evidence has to meet certain conditions – see below);
6. Student supplies the completed application and evidence back to the staff member they spoke with;
7. The staff member follows the QCAA AARA policy to determine what reasonable adjustments can be granted based on the evidence supplied;
8. Staff member informs student and parent of what adjustments have been granted, documents this on the student’s Personalised Learning tab on OneSchool and informs teacher and Head of Department of these adjustments. A letter from the Principal advising the outcome of the application will also be provided.

NOTE:

Evidence requirements for students in the Junior School will not always need to be as rigorous but it should be noted that the required evidence outlined in the attached table is mandatory for senior students.

Units 3 & 4 Year 12 Evidence Conditions

Long-term conditions – no earlier than 1 January of Year 10

Short-term conditions or temporary injuries - no earlier than 6 months prior to the assessment event

- for external assessment no earlier than 1 April of Year 12

Illness and Misadventure – must cover the date of the assessment

Timelines for Applying for AARA

Years 7-11 - ASAP and no later than 1 week prior to assessment event

Year 12 internal assessments - Long-term conditions – by end of unit 2

- Other conditions – ASAP and no later than 1 week prior to assessment event

Year 12 external assessments - Long-term conditions – by end of week 1 of Year 12

- Other conditions – by the end of Week 5 Term 3 of Year 12

Year 12 external assessments – Alternative format papers – by the end of February of Year 12

Illness and Misadventure – can be submitted 14 days before and up to 7 days after assessment

Applying for AARA Categories and Conditions

Eligibility Category	Overarching Description	Common Examples	Supporting documentation required	Examples of possible adjustments
Physical	Physical impairment compromising motor function	Cerebral palsy Dyspraxia Developmental Coordination Disorder	1. Report from a GP or medical specialist* completed on the medical report template or Documentation of current verification	<ul style="list-style-type: none"> • Assistance • Computer • Extra time • Rest breaks
	Chronic physical disease	Diabetes Epilepsy Juvenile Arthritis Asthma Cancer Cystic fibrosis		

			2. School statement	
Cognitive	Biological conditions associated with developmental disability	Downs Syndrome Foetal Alcohol syndrome Klinefelters syndrome Angelmans syndrome Phonological disorder Stuttering Language disorder Learning disability Dyslexia ASD- where the adjustments made predominantly relate to teaching and learning. ADD/ADHD Central auditory processing disorder	1. Report from a general practitioner (GP), medical specialist, or psychologist completed on the medical report template 2. School statement	<ul style="list-style-type: none"> • Computer • Extra time • Reader • Rest breaks • Scribe
	Developmental disorders where biological cause may be known or unknown			
Sensory	Disorders of the eye and ear and/or visual or auditory neural pathways	Hearing impairment Conductive hearing loss Chronic otitis media Vision impairment Nystagmus Cortical vision impairment	1. Report from a GP or medical specialist* completed on the medical report template <i>or</i> Documentation of current verification 2. School statement	<ul style="list-style-type: none"> • Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra time • Individual instructions • Rest breaks
Social/ Emotional	Mental health conditions	Anxiety Disorders e.g. Obsessive Compulsive Disorder Oppositional defiant disorder Depression Reactive Attachment Disorder Autism spectrum disorder adjustments are predominantly made for social-emotional support. Eating Disorders	1. Report from a GP, medical specialist or psychologist* completed on the medical report template <i>or</i> Documentation of current verification 2. School statement	<ul style="list-style-type: none"> • Alternative venue • Assistance • Rest breaks
Illness / Misadventure	Unexpected Events (illness or emergent circumstances) Guidelines:	Illness / Injury Natural Disasters Court Bereavement Car accident	1. Report from a GP, medical specialist or psychologist* completed on the medical	<ul style="list-style-type: none"> • Comparable assessment • Extension • Assistance • Scribe

	<p>A student who has been approved for access arrangements and reasonable adjustments (AARA) is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.</p> <p>The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.</p> <p>The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.</p>		<p>report template or Documentation from relevant independent professional or other independent third party</p>	<ul style="list-style-type: none"> Physical Equipment
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*Evidence should be on QCAA prescribed form.

Managing academic misconduct

Gladstone State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. Students may inappropriately and falsely demonstrate their learning. The following table includes some examples of academic misconduct along with procedures for managing them.

	Types of misconduct	Procedure
<p>Cheating while under supervised conditions</p>	<p>A student:</p> <ul style="list-style-type: none"> begins to write during perusal time or continues to write after the instruction to stop writing is given uses unauthorised equipment or materials has any notation written on their body, clothing or any object brought into an assessment room communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work, the teacher will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct</p> <p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>

	Types of misconduct	Procedure
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment. 	<p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.</p> <p>For copying work and plagiarism:</p> <p>Teacher is to inform HOD immediately. HOD and teacher will meet with the student to develop an understanding of what has occurred. If detected at draft time, the student will be required to redo the assessment task and hand in their own copy. If detected in the final copy, the teacher will redact what is not the students work and only mark what is the students own work.</p> <ul style="list-style-type: none"> – Teachers will call home and a discussion will be held with the parent/caregiver regarding this issue and explain what the marking procedure will be. – Teachers will refer matter to Head of Department or Deputy Principal for behavioural follow up.
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment. 	
Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
Impersonation	<p>A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.</p> <p>A student completes a response to an assessment in place of another student.</p>	
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p>	

	Types of misconduct	Procedure
	Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	
Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

General Assessment Responsibilities

Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents (via phone call where possible) when students do not provide work to support a judgment of achievement (that is during class work, drafting stage and lead up to submission of final copy), and are likely to be awarded with a Not-Rated (N) level of achievement on their report card. Teachers will record this on OneSchool as a behaviour incident (Under Defiant: Student refuses follow directions given by school staff) and refer the Head of Department.
- Teachers are responsible for collecting and storing evidence of student work through the term/unit and apply consequences (in consultation with the Head of Department) for any student not completing class work. **Evidence can be assessment related class work, drafts, rehearsal notes, photographs of student work, teacher observations but this must be collected and stored as evidence.**

Heads of Department

Heads of Department are accountable for quality assuring assessment items across Year 7 to 12. In Year 11 and 12, Heads of Department must ensure that Units 1 and 2 use both the QCAA's Principles of Assessment and the QCAA's Attributes of Quality Assessment in Years 7 – 12.

In Years 11 and 12, Heads of Department and the QCAA are responsible for quality assessment items, ensuring all assessment: is valid, is clear and fair, and meets the QCAA directives for assessment and submission of student results. Heads of Department to inform Head of School Senior of student who did not hand in assessment and therefore, tracking for an NR.

Students

- All students are responsible for submitting both draft and assessment items on or before the due date.
- All students are responsible for arriving on time on the due day for examinations, unless AARA has been formally arranged.
- All students must show academic integrity.
- Authentication of student work is mandatory.
- All procedures surrounding the completion of assessment must be followed.
- Students must contact the Guidance Officer or Head of School as early as possible, if the assessment due date needs to be discussed.
- Students must collect and submit all relevant documentation if AARA needs to be applied.

Parents/Guardians

- Support and encourage their children to complete and submit all drafts and assessment by the due date.
- Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.
- Inform the Guidance Officer, Head of School (Junior/Senior) or relevant Deputy Principal regarding any need for an AARA application.

ASSIGNMENT RESPONSIBILITIES

DRAFTS

Definition:

A draft is a preliminary version of a student's response to an assessment. A quality draft is a response that is nearing completion. Drafts can also be used to authenticate student work.

RESPONSIBILITIES

Teachers must

- Provide individual feedback at least once for all assessment tasks (ACARA and QCAA guidelines will determine the number of drafts that are allowed to be checked).
- Provide feedback ensuring sufficient time for students to make corrections.
- Not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process.
- Provide feedback on all drafts.
- Provide a summary of their feedback and advice to the whole class.
- Notify parents by phone as soon as practicable if a student fails to submit a draft. This needs to be recorded as a contact and a behaviour incident in OneSchool and referred to relevant Head of Department.
- Keep a copy of the draft as future evidence if needed.
- Assign a draft mark based on assessment related class work and make a copy of this class work – if a draft is not submitted.

Students must

- Submit a hard copy and/or email copy of the draft by the due date (or in a manner prescribed by the HOD).
- Submit this draft in hard or electronic copy with the final submission on the due date.
- Submit a completed draft that meets the assessment task expectations.
- Conduct further research or substantiate points ensuring adherence to referencing style.

Parents

- Encourage and support student to submit drafts on time.
- Contact the teacher or Head of Department, to explain concerns or issues. The Head of Department will liaise with the appropriate staff member following this parent contact.

FINAL SUBMISSIONS (Excluding examinations)

RESPONSIBILITIES

Students must

- Students are required to email their assessment to the teacher or head of department by 11:59pm on the day the assessment is due and upload via the approved electronic checking platform.
- Submit a hard or electronic copy of the final copy of the assignment, script etc., that includes the teacher's annotated draft and the task sheet to the classroom teacher or Head of Department the by first break the following day.
- Students submitting a USB as part of an assessment are to place the USB in an envelope / zip lock bag attached to the Assessment/Assignment Cover Sheet (must include the student's name).
- **Late and non-submission of a student response:** When a student submits an assessment piece after the due date set by the school, a result should be allocated using evidence available on or before the due date, e.g.

assessment related class work, drafts, rehearsal notes, photographs of student work, teacher observations. Only exception is to those who have been granted an AARA

Absence from school on the due date is not a valid reason for not submitting an assignment on time. If a student is unable to attend school on the day an assignment is due he/she must do one of the following:

1. Email digital copy of assessment to class teacher and Head of Department by 11:59pm using a confirmation receipt on the day that it is due, or
 2. Send in a hard copy of the assessment to the front office that has the subject and student name clearly labelled by 3:00pm on the day it is due.
 3. If illness or injury prevents any of the above options a parent or guardian must contact the school office by 3:00pm on the day the assessment is due, so that the information can be passed to the subject teacher and Head of Department. A medical certificate (or other relevant documentation) must be provided on the student's return to school. Failure to do so will result in the assessment considered as a late submission and may not be graded. The grounds for AARAs will then be considered through official processes (Principal/QCAA Approved AARA)
- Note: Technology failure (such as printer not working, work not being saved, or computer malfunction etc.) is not considered acceptable grounds for extension.

Teachers must:

- Record that tasks have been submitted.
- Contact parent/guardian within 24 hours of an assessment task not being submitted via a phone call in the first instance. This must be recorded on OneSchool as both a contact and a behaviour incident. The Head of Department, must be notified. Head of Department will notify the Head of School when required.
- Award a grade using the final copy of the task or assessment related class work completed before the due date. Must use evidence that has been collected throughout the term / unit. An **E standard cannot be allocated** when there is no evidence demonstrated.
- For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the Senior Education Profile calendar (QCAA). However, the classroom teacher should be ensuring that evidence is collected from the student at drafting time.

If a student cannot complete formative or summative internal assessment because they require an Access Arrangement or Reasonable Adjustment, refer to Principal Approved AARAs and QCAA Approved AARAs sections for more detail.

If a student has not completed formative or summative internal assessment and an AARA cannot be applied, this student must immediately be referred to the Guidance Officer.

EXAMINATIONS RESPONSIBILITIES (all exam types):

Heads of Department must:

- Ensure assessment adheres to the qualities of good assessment.
- Ensure that all assessment tasks have a clear and explicit marking guide.
- Communicate to school staff, students and parents/caregivers: date and time of test/ conditions/ rules/ approved equipment list via the assessment schedule
- Notify the Head of School of any issues raised by the teachers (eg, administration of the exam issues, students not attending, etc)

Teachers must:

- Be on time for examination administration.
- Actively supervise during examinations.
- Mark an attendance roll for each examination session.
- Ensure all examination conditions as outlined on the assessment guidelines are adhered to.
- Notify Head of Department of any issues arising from the examination session as soon as possible.
- Record on OneSchool if a student does not attend the examination, make a phone call home to the parents/guardians to seek background as to why the students did not attend and refer this to the Head of Department.

Students must:

- Attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams at the end of term/semester/unit.
- Be on time for all examination sessions.
- Adhere to all examination conditions relating to examination materials, perusal and all stated assessment conditions outlined on the examination task.
- If a student arrives late for an assessment, they must report to the assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the assessment are permitted entry into the assessment venue to complete the assessment. No extra time to complete the assessment is granted if a student arrives late.
- On return to the school the student is responsible for reporting to the relevant Head of Department / Head of School (in the case of Block exams) to make alternate arrangements
- Proof of illness (eg Medical Certificate for seniors, Parent Letter for juniors) must be produced on the student's return to school after an illness which causes an absence for a scheduled test / exam to the relevant Head of Department / Head of School / Deputy Principal.
- If a student becomes ill during an examination they must notify the exam supervisor. This may be before, during or immediately after the exam session.
- If a student knows in advance that they will be absent for a scheduled test they must contact the Guidance Officer or Head of School as soon as the clash is known. If approved, the student will be allowed to complete a comparable assessment piece as negotiated with the teacher in consultation with the relevant Head of Department, Head of School or Deputy Principal.

Year 12 External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. All external assessment completed for General subjects is summative. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 3 and/or Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year. Students must complete external assessment on the date published on the QCAA website. Applied subjects do not include an external assessment.

YEAR 12 – RULES FOR EXTERNAL ASSESSMENT

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External assessment student rules* to students.

RESPONSIBILITIES- External Assessment in Year 12

Head of School Senior:

- Adhere to and manage external assessment processes outlined in this handbook and the *External assessment – directions for administration*.
- Communicate to school staff, students and parents/carers the:
 - *External assessment timetable;*
 - *External assessment student rules; and*
 - approved equipment list.
- Apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash.
- Allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.
- Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.

Teachers

- Comply with and supervise external assessment according to the external assessment guidelines.
- Allow a student suspected of academic misconduct to complete the external assessment.

- Inform the student that the **School external assessment (SEA)** coordinator will be advised of an alleged incident of academic misconduct.
- Report an alleged incident of academic misconduct to the SEA coordinator.
- Adhere to external assessment processes outlined in this handbook and the *External assessment — directions for administration*.
- Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.

Students

- Read and comply with the *External assessment student rules* and external assessment information that is made available on the QCAA website and provided to schools each year.
- Read the information provided by schools, including the
 - *External assessment timetable*;
 - *External assessment student rules*; and
 - approved equipment list.
- Attend external assessment in which they are enrolled.

Parents

- Read the *External assessment timetable* and *External assessment student rules* on the QCAA website
- Support students to participate in the external assessment in which they are enrolled

SPOKEN / ORAL / GROUP BASED PRESENTATIONS or PRACTICAL DEMONSTRATIONS

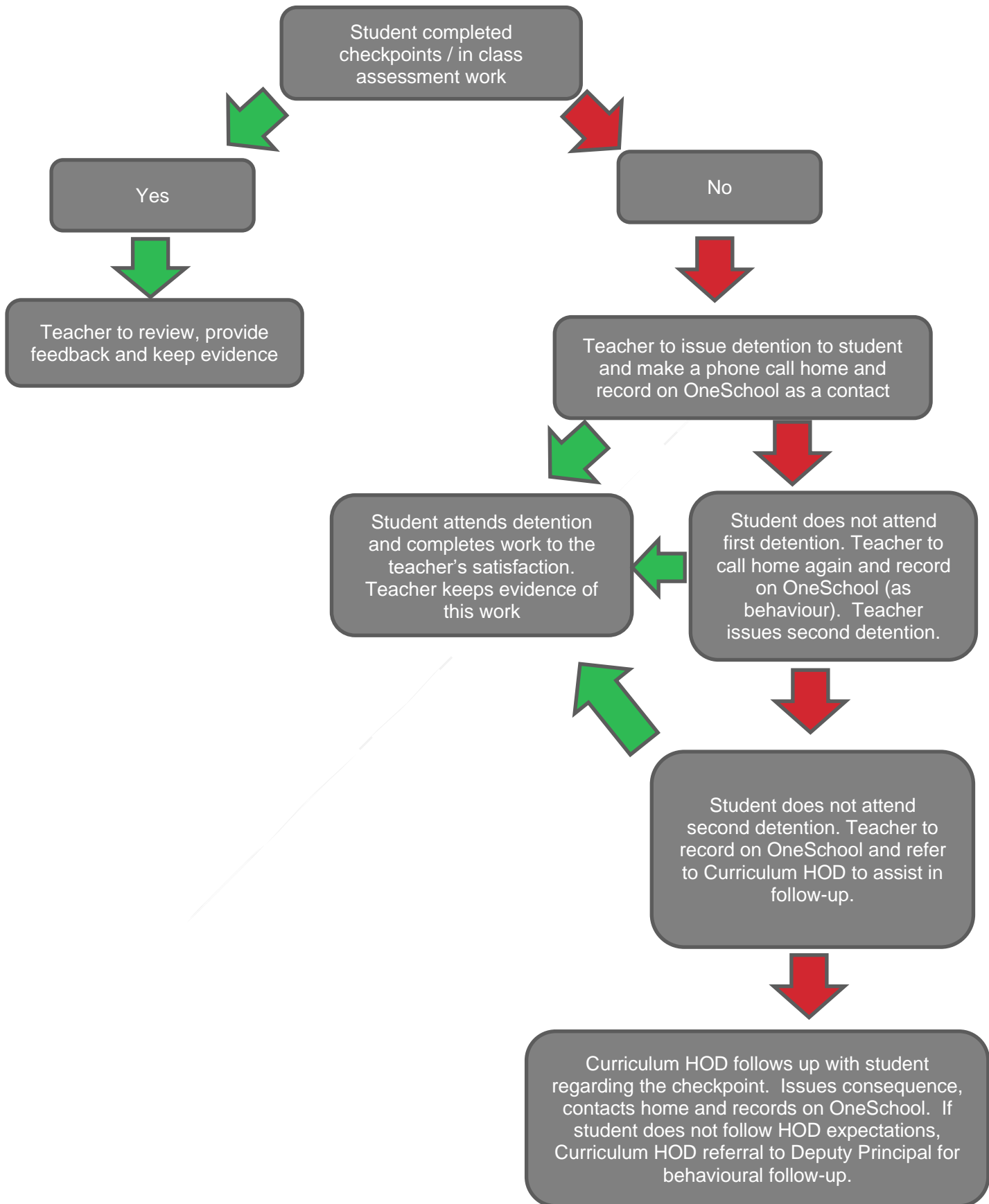
It is noted that some assessment items require students to be physically present at school to present a task or demonstrate a set of skills in front of the teacher. Where prior notice of these assessment tasks is permissible, these tasks should still have some provisions similar to a “draft” – i.e. – students should have some opportunity for teacher feedback on their progress towards successful demonstration of the assessable elements of the task. Teachers are to make suitable records of such progress.

If a student is required to present/perform in front of the teacher, they must attend and must present/perform. However, should a student be absent on that day, they must organise for the hardcopy/electronic submission of any scripts associated with the task and also provide the school with acceptable evidence justifying their absence or apply for and receive AARA. Failure to meet these requirements will result in a Not Rated being entered for that task.

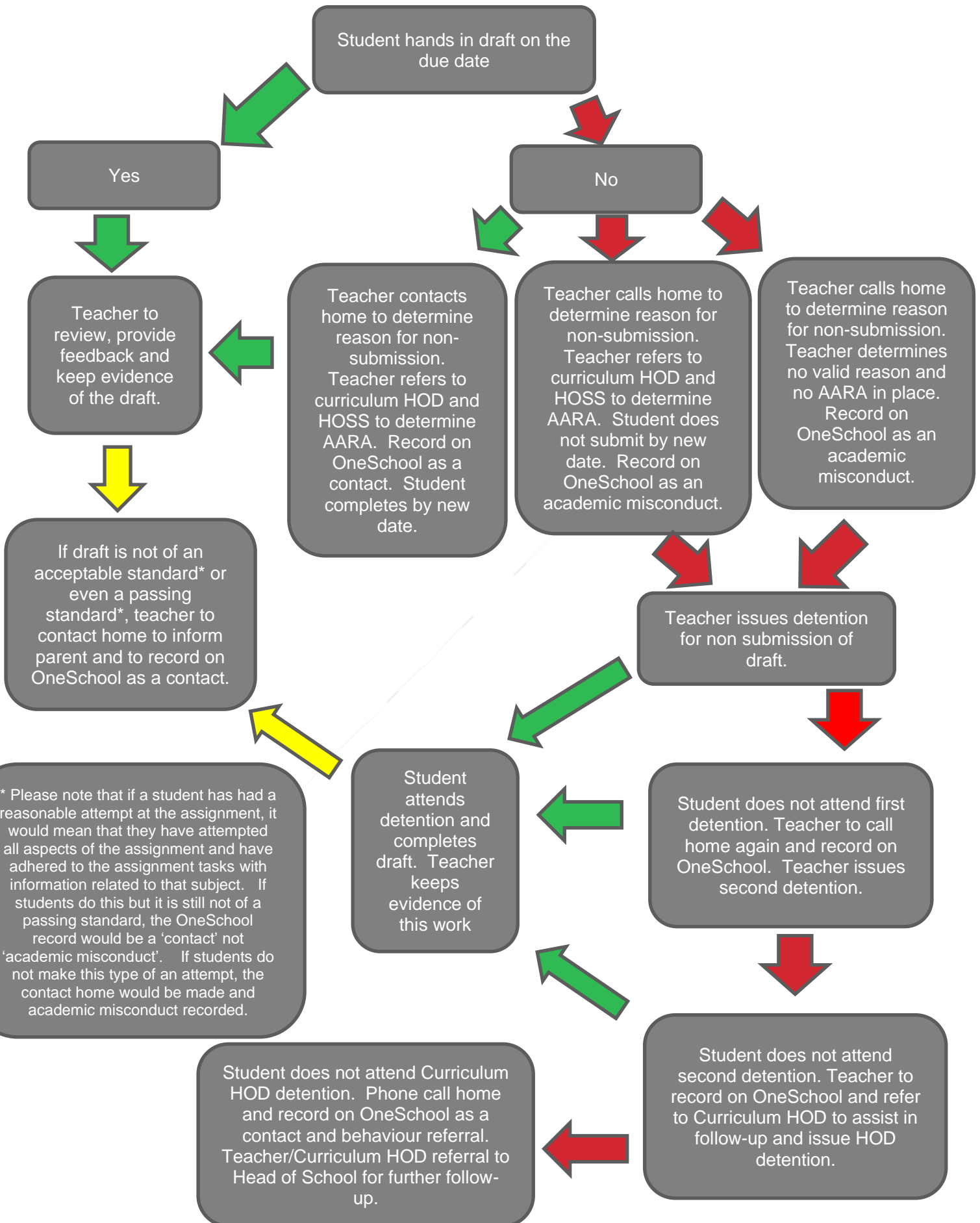
If the conditions of any such task are such that students are not permitted to have prior notice of the exact nature of the task (i.e. – where it is more like an unseen exam), the student must be present to be awarded a grade or teacher can use adequate in class notes/work/etc that is related to the task as evidence of the final grade. If this is not available, a NR should be the result unless an AARA has been approved.

It is further acknowledged that some students experience anxiety when presenting in front of others. Students who experience such anxiety, even in the Junior School, cannot avoid presentation based assessment tasks and must apply for AARA if their anxiety is a barrier to them meeting the requirements of the task. In the Junior School, there will be relaxed evidence expectations for any required adjustments but the goal will be to slowly build student self-confidence towards being able to perform in front of others. In the Senior School, all the QCAA guidelines and evidence requirements for an approved AARA will need to be fulfilled to vary any assessment conditions requiring student face-to-face presentations. Also, it is important that teacher follows the syllabus guidelines and spoken tasks can be submitted if a different format other than whole class face-to-face, the teacher can make these adjustments for the student or task.

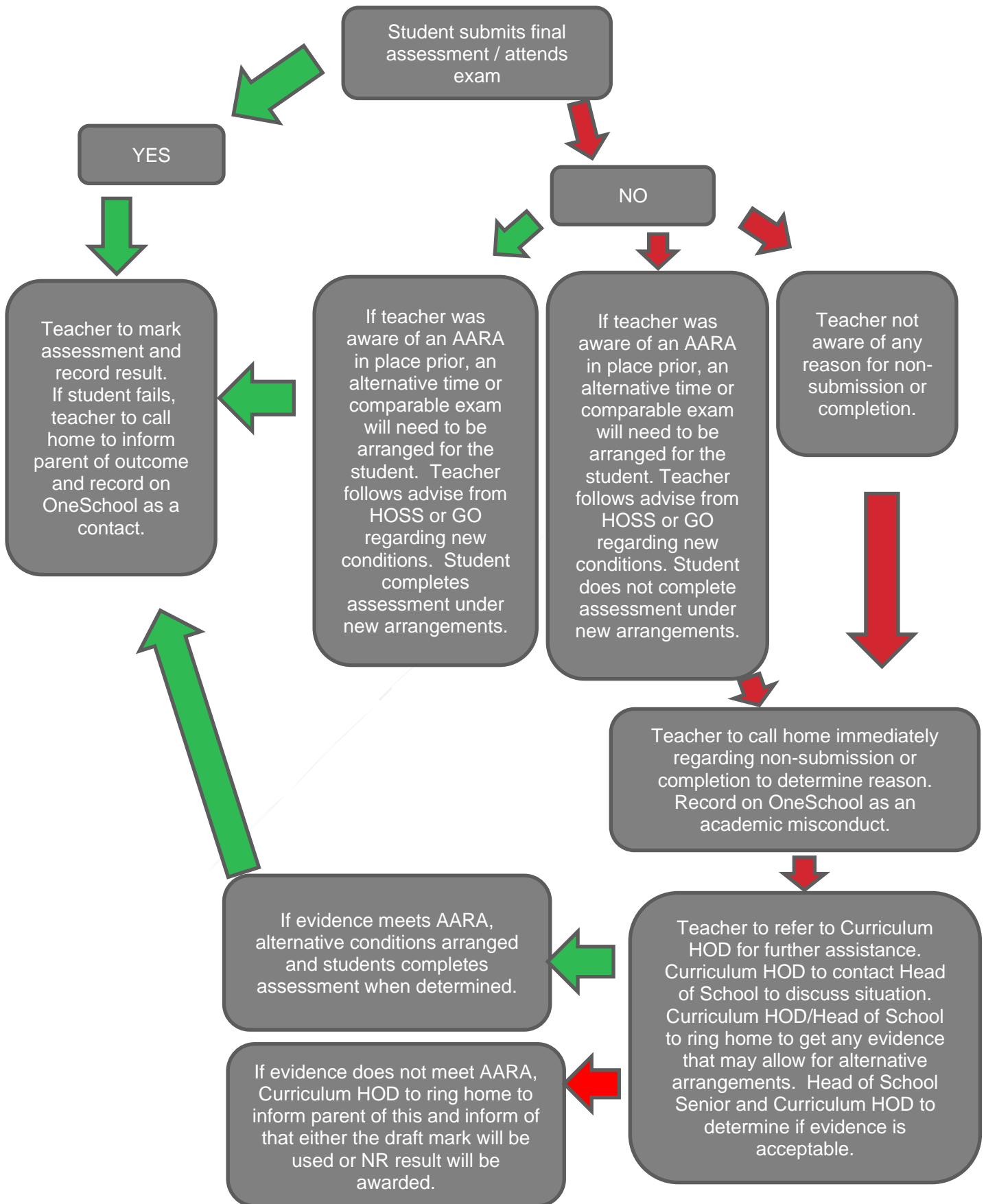
MANAGING CHECKPOINTS / IN CLASS WORK



MANAGING DRAFTS



MANAGING FINAL SUBMISSION (or EXAM)



Managing AARA for Internal Exams

